

JOB DESCRIPTION

Job Title:	Autistic Spectrum Conditions (ASC) Lead Practitioner
Grade:	Grade 3
Hours:	32.5 hours per week
Contract:	Permanent, Term Time only
Disclosure Level:	Disclosure Barring Service – Enhanced Certificate
Responsible to:	SENCo
Responsible for:	Students, staff, parents/carers, other ATLP staff, external agencies

Purpose of job

To work under the direction of the SENCo to promote educational success and outstanding outcomes for all students. The Lead Practitioner will be involved in all aspects of support to those pupils with autism. The Lead Practitioner will:

- Act as an advocate for the pupils with autism.
- Support pupils, families and setting staff.
- Retain a secure knowledge of the key areas of difference experienced by those pupils with autism. Understand and be able to respond to how autism may act as a barrier in relationships with adults and pupils.
- Understand and be able to respond to the ways in which autism may present a barrier to aspects of learning.
- Consistently employ their knowledge of the individual pupil in their decision-making regarding advice on effective strategies.
- Support a systemic approach to the inclusion of pupils with autism.
- Access support from outside agencies, where necessary and to keep UP to date with current knowledge.

Involvement with the Pupils

- The Lead Practitioner would work alongside the pupils with autism and to make detailed observations in both the social and learning settings. This would enable the Lead Practitioner to effectively 'know the child' and to lead on the delivery of specific interventions.
- The Lead Practitioner might work with individual pupils to gain information regarding their strengths and needs along with their views about school and access and support. A profile of the pupil would be developed including this information and key information from parents and other staff.
- The Lead Practitioner would also take a key role in organising and managing transition arrangements between classes and Key Stages.

Involvement with Parents and Carers

- The Lead Practitioner would be the named person for parents and carers to facilitate the effective engagement between key staff and parents. It is important that parents are aware of the member of staff identified as Lead Practitioner so that contact with staff is ensured.
- The Lead Practitioner would share relevant information and signpost parents to relevant support groups and networks.

- The Lead Practitioner would encourage and support parents to share information on their child with the school on a regular basis.

Involvement with Teaching Staff

- The Lead Practitioner should act as a point of contact for staff who teach the pupils with autism.
- They will take a key role in discussions with the SENCo and other teaching staff about the key areas of need and make suggestions on support strategies and the training needs of staff.
- It is important for the Lead Practitioner, in liaison with the SENCo, to map and track the implementation of strategies.
- On a day to day basis the Lead Practitioner would support the SENCo by attending Individual Education Plan meetings and Annual Reviews for pupils with Statements.
- A main aim in the work of the Lead Practitioner would be to enhance the skills and knowledge of all key staff in relation to autism so that they grow in confidence and competence.

Involvement with External Agencies

The Lead Practitioner would act as a point of contact for External Agencies involved with the pupil.

Conditions of Employment

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation).

Safeguarding and Data Protection

Work within the requirements of Data Protection legislation at all times.

Understand your responsibilities in relation to Safeguarding and child protection and how to highlight any issue or raise any concerns.

Remain vigilant to ensure all students are protected from potential harm by following safeguarding and child protection policies and protocols.

Embed a safeguarding culture within the Performing Arts team, ensuring they follow safeguarding procedures.

Additional conditions

- Create and maintain positive and supportive relationships with staff, parents, business, community, and all stakeholders.
- The post-holder will be expected to undertake any appropriate training provided by ATLP to assist them in carrying out any of the above duties.
- The post-holder will be required to promote, monitor, and maintain health, safety, and security in the workplace. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- To undertake appropriate professional development including adhering to the principle of performance management.
- To promote the vision and aims of the Trust.
- To set an example of personal integrity and professionalism as outlined in the Staff Code of Conduct.
- To attend meetings, training days and CPD sessions.
- To be an effective team player and support the functions of the ATLP.
- Observance of Equal Opportunities, Confidentiality, Health and Safety Policies and Internet Code of Practice.

- Observance of complete confidentiality on all school information is required and any failure so to do may be regarded as gross misconduct in terms of the Disciplinary Policy.
- To take responsibility for becoming familiar with academy policies and abide by them.

An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order <https://www.gov.uk/government/collections/dbsfiltering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

PERSON SPECIFICATION

A.F. = Application Form; I = Interview; T = Test or Exercise;

CRITERIA		M.O.A.
EDUCATION AND QUALIFICATIONS	<ul style="list-style-type: none"> Minimum GCSE in English and Maths Qualification and/or experience relating to working pastorally with young people 	AF/Certificates
EXPERIENCE	<ul style="list-style-type: none"> Have a depth of understanding, knowledge and experience of working with children with complex communication needs. An understanding of child development and appropriate levels of childcare as age appropriate 	AF/I
SKILLS AND ABILITIES	<ul style="list-style-type: none"> Ability to develop effective relationships with students, families and external agencies Ability to help raise attainment of young people Ability to deal with challenging situations Ability to work using own initiative Ability to keep detailed and accurate records Flexible attitude/approach 	AF/I/T
TRAINING	<ul style="list-style-type: none"> Evidence of willingness to participate in training and development opportunities 	AF
CONTRA INDICATOR	Positive Disclosure relating to children or vulnerable adults	Disclosure Form to be completed prior to interview